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ABSTRACT

The growing conflict between what society demands and what education offers is discussed with regard to alternatives to traditional post-secondary education. It is suggested that the whole area of school subjects, jobs, and careers must be re-defined and explored in greater depth. New research designs are needed to make the relationship relevant for students from their earliest years. Various changes are suggested and projections for specific job opportunities are made. New forms of learning that are available technologically are outlined: satellite, learning centers, new learning modules, service-learning, pre-accreditation for University Without Walls program, self-directed study groups. The future of post-secondary education is concluded to be shaped by a unique convergence of social, psychological, political, and economic forces. (LBH)

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SPECIAL SUPPLEMENT

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ALTERNATIVES TO TRADITIONAL POST-SECONDARY EDUCATION

by

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"I do my thing and you do your thing. I am not in this world to live up to your expectations and you are not in this world to live up to mine. You are you and I am I and if by chance we find each other it is beautiful." This gestalt prayer by Dr. Frederick Perls perhaps can serve as a guideline to ALTERNATIVES TO TRADITIONAL POST-SECONDARY EDUCATION. There appears, however, no alternative to learning in today's world. If there is one, it is rapid obsolescence. NASA's Explorer I of 1957 is as outmoded as the Model T Ford.

College, the university, and education are more than merely catalogues, course credits, hours of lab work, term papers, grade-point average, cramming, classroom hours, quizzes, mid-semesters, finals, years of study, etc. These are only the outward trappings. Education is of and for people—all kinds of people and their life styles and values. It is process, measurement, growth and development, and immediate and long-range goals.

As society changes, its concepts of education also change. As the rate of change in society increases, one can accept that there will be increasingly less agreement as to what should be taught, how it should be taught, and who should teach it. Moreover, even though society is becoming much more consumer-oriented with regard to education, the establishment appears much slower to respond. For many, higher education has become as depersonalized as some perceive big business, and education is big business. Hence, there is a growing conflict between what society demands and what education offers.

Due to an acceleration of societal changes, education must become a lifelong process for most of our population. Meaningful opportunities must be provided to retread those people whose jobs have become obsolete due to advancing technology and new products. The need to continually update and upgrade professional people is also important in order to protect the general public. Today's doctors cannot practice the medicine they were taught twenty-five years ago; it's obsolete.

*Dr. Feingold is National Director of B'nei B'rith Career and Counseling Services. This address was delivered at the American Personnel and Guidance Association Convention in San Diego, Calif. on February 10, 1973. Dr. Feingold is the new APGA President-Elect.

The needs of the poor, non-whites, handicapped, the religiously oppressed, and women have produced plans for open college admissions, new curricula, vast changes in faculty composition, new looks and measures of faculty evaluation, soul searching and questioning the real meaning of a college degree. Many students want, and are able, to assume greater responsibility for their own education. Moreover, the college that continually enforces regulations which are at variance with what is most acceptable to large segments of society will only fail. Change is the order of the day. The good old days of the past (if they were ever that in reality) will never return.

The relationship between school subjects and job skills has been practically lost. Even an exceedingly practical subject such as mathematics has become vocationally separated from its use as a tool for cooking, carpentry, and so forth. The whole area of school subjects, jobs and careers must be re-defined and explored in greater depth. New research designs are needed to make the relationship relevant for students from their earliest years. Too often, present-day education for the non-verbal and non-middle class youth is not providing them with skills needed for day-to-day living. Today's Ph.D. often cannot fix his leaking faucet the way his father with a grammar school education could.

Society is now demanding that education become more flexible. The lockstep approach must be broken. The rigidity that has characterized the system in the past must be discarded. The past track record for many educators and colleges in adoption of innovations has not been impressive. New forms and flexible structures for delivery of services are being requested. The nine-to-three, Monday through Friday, September to June, time schedule is in disrepute. Increasingly expensive facilities lie fallow for excessive periods of time. The semester, tri-mester or quarter systems from mid-September to the first of June are becoming outmoded. Some institutions are beginning to offer formal courses at times more convenient for the consumer. More has to be done not only for women but also for men along these lines. They need educational opportunities which fit their family and job schedules. Later afternoon and evening courses are on the increase. Weekend colleges are springing up, together with vacation colleges and short-term programs. However, to cite just one example, it is still almost impossible to get a Ph.D. in psychology on a part-time basis.

The place of instruction is also shifting from the campus to "where the people are." The ivy-covered halls are being replaced by local school buildings, industrial settings, ghetto storefronts, prisons, libraries, houses of worship, and special resource centers. One's own living room will increasingly become a classroom as instruction by television and tape cassettes becomes more readily available. The University Without Walls is becoming a reality. The Cassette University is not far away.

Other changes requested by various segments of society are in their infancy in some institutions though fairly well developed in others. These changes are calculated to "free up" the halls of ivy. They include:

- Early admission from high school.
- Receipt of college credits while in high school.
- Advanced placement.
- College credit and degrees by examination.
- Home study for college credit.
- Correspondence courses at elementary, high school, vocational, technical and college levels.
- Advancement based on demonstrated knowledge and skill rather than on enrollment in courses and the passage of time.
- External degrees.
- In depth tools in admissions and assessment of apprenticeship programs.
- Credit for work-study programs and for knowledge obtained from work experience.
- Greater ease for students to enter and leave institutions.
- Elimination of artificial prerequisites.

Flexibility for students to have a discontinuous academic career—interspersing academic work with travel, employment, national service.

Credit for independent study.

Offering of academic courses in the daily papers.

Attainment of degrees in three or five years if necessary.

Elimination of grades based on tests.

Less time needed to fulfill requirements to become a lawyer, M.D., or other profession.

New positive role of the librarian as an educator with libraries open longer hours.

Credit for travel, work, military experience and other educational experiences including pre and post professional workshops and meetings.

Recognition of new areas of study such as urban studies and especially ethnic studies which focus in depth on minorities.

Adoption of interdisciplinary majors and integrated studies.

Easier transfer requirements between various types of institutions.

Learning situations where students design their own majors and curriculum.

The formation of the Commission on Nontraditional Study cosponsored by the Educational Testing Service and the College Entrance Examination Board is one attempt to meet the need for change. This panel arrived at the general consensus that nontraditional study is more an attitude than a system and can be defined only tangentially. They define it as: "... an attitude that puts the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity, and deemphasizes time and space or even course requirements in favor of competence and where applicable, performance. It is not a new attitude; it is simply a more prevalent one than before. It has concern for the learner of any age and circumstance, for the degree aspirant or the person who finds a sufficient reward in enriching life through constant periodic, or occasional study. It is an attitude that can stimulate exciting and high quality educational progress; it can also, unless great care is taken to protect the freedom it offers, be the unwitting means to a lessening of academic rigor and even to charlatanism."

The Now Generation

The changing societal demands upon educational establishments reflect the needs of present day students. Let's take a capsule look at the new college student. Their vocational goals are not primarily limited to law, medicine and the ministry (as it was some decades ago) but extend through the entire occupational spectrum of a new era.

Projections for the seventies indicate the following specific job opportunities:

WHITE COLLAR WORKERS

1900

18% of the work force

1980

50% of the work force

This includes:

professional and technical

50% increase

clerical

33% increase

computer operators

over 50% increase

office machines

40% increase

secretaries, stenographers,

33% increase

etc.

sales and managers

25% increase

FARM WORKERS

1900	37% of work force
1980	3% of work force

BLUE COLLAR WORKERS

1900	37% of work force
1980	33% of work force

SERVICE WORKERS

1900	8% of work force
1980	13% of work force

In 1870, 2% of the college-age youth went to college. Today this figure is 56%. In California, 70% of high school girls and 80% of the boys continue to college. At one time elementary education was viewed as a privilege; then as a right. Next secondary education was viewed as a privilege; then as a right. Now higher education is increasingly viewed as a right rather than a privilege. Much frustration has been involved in the accommodation. Alternatives and options need to be less expensive. They can provide effective learning so as to contribute to better growth and development of the individual and the nation as a whole. If education is a primary ingredient for an ever-improving society, then all educational resources at every level must be stimulated and used whether on a public or private basis.

Minorities are not yet equally represented in higher education. For young black persons, the change of going to college is about one in two as compared to their white counterparts. The situation is far less favorable for Spanish-speaking Americans and American Indians.

In 1969, the chance of young persons going to college if their family had an income of over \$15,000 was five times as great as if they came from families with incomes of \$3,000 or less. We have a long way to go in terms of equality of opportunity by racial and ethnic origin, and in terms of equalization among income groups.

The student body is also becoming more diverse. Increasing numbers of adults, 30-65+, are returning to higher education for the sake of leisure-time activities and their changing jobs. A survey of 3001 adults indicated that 80% would rather study somewhere other than a college or university.

The number of involuntary students is also increasing. These students might not attend school without continued pressure from parents, peer groups, or employers. A study made at the Columbia Survey Research Center indicated that about one in six students is now on campus involuntarily. If we increase the number of young people attending college from 50% to two-thirds, an even greater population of involuntary audiences on campus will be found.

Young people today are three inches taller and 100 pounds heavier than fifty years ago. They are also maturing four months earlier each decade. The average American girl in 1920 began to menstruate at age 14. Now this occurs at approximately 12½ years. Boys reach puberty at age 13½ instead of 15 as was the case not too many years ago. Some students are ready for college in their junior year of high school. The average college student scores approximately one standard deviation above his counterpart of a generation ago on standardized tests of intellectual achievement. If we look back fifty years, the great majority of the U.S. population lived and worked on the farm. Twenty-five years ago, there were no such things as life

threatening insecticides, the Pill, jets, landings on the moon and all the other nuances that are part and parcel of our lives today. It's a different world from the nitty gritty to existential psychology.

Many of the "Now" generation appear no longer motivated by extrinsic rewards alone. Money still may motivate people, but not as much as in the past. If we apply Maslow's hierarchy of needs, the trend is even more visible. The late Dr. Abe Maslow maintained that each need must be satisfied before the next higher need would be motivated. The first level of human needs is physical. A person ordinarily must have his needs for food and shelter satisfied first. A counselee has to have enough money to live before other activities will motivate him. Once physical needs are met, man wants his safety needs fulfilled—health security, and general well being. Man's next highest need is social. He wants to be liked by others, to socialize and to be accepted. The next level, the fourth level, concerns a person's self-image. Here a man is concerned with his dignity and respect. He not only wants others to respect him, he wants to respect himself. According to MASLOW's theory, the highest need level in the hierarchy is self-fulfillment. This is man's motivation for personal growth and for self-actualization. This seems to be a primary thrust of today's youth.

We must harness a higher level of needs if we are to work constructively with the "Now" generation. These youth have firm ideas of what they want from life. If there is an average for the "Now" generation, they are better educated, more widely travelled, more sophisticated and more determined not to settle into an impersonal society that is not people-centered. We are all products of our heritage and environment. Many of the older generation are adequately motivated at lower level needs while young people have almost immediately jumped to higher level needs. In industry and government, men in their 30's reach executive grade classification. It used to take a lifetime for most, if they made it at all. One must see the difference in the motivation for today's youth in relation to people who have had very different experiences, having grown up and matured in a differently oriented society.

Stratification and Credentialism.

Space/Time/Credit-Preference plans and programs that presently exist—are designed to stimulate learning for credit or bestow credit for that which has already been learned. Is it a necessary function of educating institutions to acknowledge learning with credit and credentials? Many educators see learning and credentials as inseparable. The public itself has come to see institutions as the major place for learning—if not the only place. But credentialism often impedes learning. We have become a credentialistic society. The attainment of diplomas (but not necessarily any meaningful or lasting learning) serves as a fundamental determinant of social status and economic opportunity. Many "educational" issues are really issues dealing with social stratification and reducing inequalities of opportunity to attain credentials—as evident from the major concerns of the Carnegie Commission. Are these learning needs to be satisfied by more courses, credits, and credentials? Or is there a more effective, efficient, and humane approach to promoting learning that can avoid the dysfunctions of credentialism? The importance of these studies is that if less than 1% of the real-life learning effort is associated with credit and credentials, then programs designed to give these results may not be meeting actual learning needs of people or we give credit where none existed in the past.

This may be one theme for the changing demands upon education. Credits and credentialism are felt by some students to be false criteria of evaluation. The creative, innovative student may be penalized. The "organization" man may succeed even if he is not as capable as the nonconformist.

This is not a new dimension in changing educational service delivery. When the Greek-Latin emphasis ceased meeting societal needs and existing institutions failed to change, new institutions were established. The credentials of that era did not relate to performance in the world of work. If today's credentials are anachronisms, they too will be supplanted.

New Forms of Learning That Are Available Technologically.

A. Satellite.

The newest piece of hardware will be placed in stationary orbit over the West in May of 1974. This is the NASA satellite ATS-F. One of its experimental components will be educational. This effort represents a most complicated cooperative attempt. The planning has involved NASA, the National Library of Medicine, several divisions of the National Institute of Health, the U.S. Office of Education, the Office of the Secretary of HEW, and in the West, the Federation of Rocky Mountain States, the Education Commission of the States, Western Interstate Commission on Higher Education, the chief state school officers, several medical schools, and many state agencies. This experimental satellite will stretch from the Mexican border to Canada, over the Rockies. The satellite will be tipped daily to cover an area from Northern California all the way to Alaska. It may also be tipped again to blanket Appalachia. Different kinds of educational programs will be beamed at different target populations, including students in classrooms, groups on Indian reservations, people in community centers, families of migrant laborers, and isolated health professionals. The three content areas include early childhood development for small children and their parents, career education for secondary school students and their parents, and health education for students and health professionals as well as the general population. This first experimental "bird" will be followed by a more sophisticated one—the ATS-G. If effective learning can occur with the use of this new communications technology, we may well witness a revolution in the efficient delivery of educational services. The higher education community to date, however, has not utilized the existing new technology in the teaching process to the extent that it might.

B. Learning Centers.

People learn on trains, planes, ships, in museums, in the ghetto, in prisons, at home, in churches and synagogues, in theatres, workshops and on submarines. There is no one best site for learning. Present trends may indicate a return to learning at home, a necessity with no school nearby. Abe Lincoln did all right studying at home! On the other hand, today it is not uncommon to have international telephone seminars in astrophysics, short interim trips for anthropological study in Western Africa, or a month's study of the Eskimo in Alaska as part of a learning experience.

Moreover, the tide in admission of older people is now a growing college crisis. In this sense, space and time constraints are being loosened on individual campuses. A score of non-residential adult degree programs are being sponsored by individual institutions such as Syracuse, Oklahoma, SUNY at Brockport, and Brigham Young. The most important developments in S/T/C-Preference higher learning, however, are taking place beyond individual campuses. These new programs can be loosely grouped by their relationship to existing campuses on a dependent-independent continuum.

C. New Learning Modules - Examples.

The Antioch-based University Without Walls is coordinating UWW programs on approximately 20 campuses throughout the country. The College-Level Examination Program provides examinations in more than 30 subjects. More than 1000 participating institutions award credit for passing these tests. The CLEP program may also be used by employers or individuals who wish to determine how well they can do. In the absence of data on utilization for these purposes, it is presumed that the major use of CLEP is for gaining college credit.

Two publicly-sponsored models are already widely known: The External Degree (offered by the University of the State of New York in the fall of 1972) and the British Open University. These have stimulated similar proposals in the United States, such as at the University of the Commonwealth of Massachusetts and the U.S. Navy's smaller program for "Afloat College Education."

The Open University is Britain's attempt to democratize its traditionally elitist university programs quickly, using limited resources. The goal is to allow vast numbers of housewives and other working adults to earn academic degrees in three to six years at a total cost to the student of less than \$1,000. There are six BA degree programs: humanities, science, social studies, technology, education, and mathematics. Thousands listen to radio lectures, go through correspondence course packets, watch television courses, and read in local libraries to prepare for examinations. They take examinations at one of 250 local study centers, where they also meet with some of the 2500 tutors and counselors who act as study assistants and advisers. They also attend a week of summer school at one of 12 regional centers or at one of England's established colleges. The university was granted a Royal Charter in November 1969, which stated that its objectives "shall be the advancement and dissemination of learning and knowledge by teaching and research by a diversity of means such as broadcasting and technological devices appropriate to higher education, by correspondence tuition, residential courses, and seminars and in other relevant ways and shall be to provide education of University and professional standards for its students and to promote educational well-being of the community generally."

The first group of students admitted to the University in January of 1971 represented a wide range of occupational groups. By far the largest group (approximately one-third) was teachers. About 10 percent came from each of the following groups: housewives, professions and the arts, scientists and engineers, and a combined group of draftsmen, laboratory technicians and assistants.

In the U.S. Navy's program, ship crewmen can earn up to two years of college credit at one of five colleges (Harvard is among them) by passing examinations based on heavy on-board reading, mastery of filmed courses, and attendance at lectures and seminars conducted by professors who visit their ship while it is in port. Under this program, the U.S. Navy has even flown professors to remote bases in the Antarctic.

Cooperative arrangements have been developed between New Jersey penal institutions and junior and four-year colleges in the state which enable prisoners to pursue associate and baccalaureate degree programs. The program is funded by the New Jersey Rehabilitation Commission and the Department of Higher Education. Among the institutions involved in the program are Mercer County Community College, Burlington County Community College, Stockton State College, and Somerset County Community College.

The New York State University College at Geneseo began a three-year program in 1971. Some 200 students entered this program. In the fall of 1972, 50 percent of the entering freshmen began three-year baccalaureate programs. It is assumed that by 1975, 90 percent or more of all students at the college at Geneseo will complete a three-year baccalaureate program. At this one college, because the faculty willed it, there will be a three-year baccalaureate program for the entire institution.

The Fredonia New York State University College scheme has high schools busing students to the college every morning and returning them to the secondary schools for course work in the afternoon. Each student takes three courses at the college and two courses at the high school. The college agrees to accept the high school courses and the high school accepts those taught at the college. In this way, the senior year of high school and freshman year of college are combined into one year taught jointly by the secondary and collegiate faculties.

D. Service-Learning.

Service-learning is a form of experiential education in which a student works, full-time or part-time, at a job in a day-care center, a drug clinic, as assistant to an alderman, in juvenile offender rehabilitation, or for example, as a tutor or in some other public service capacity. A program of learning with precisely established educational objectives is developed. It is agreed to by student, instructor, and job supervisor. The job description and the entry-level requirements are prepared by the employer. Job entry level preparation

of student candidates is provided by the schools or college. Supervision is provided jointly according to an agreement entered into by the school and the public service employer. Where funds are available from Neighborhood Youth Corps, the University Year for ACTION, or a similar program—local, state or federal—the service-learning student is at least compensated for out-of-pocket expenses for transportation and the like. Doctors are now starting to see patients during the very first day in medical school. Lawyers could probably learn in the same way.

Unlike the traditional Antioch work-study program, in which students alternate between jobs and classes, students at the Antioch campus in Columbia, Md. work and study concurrently. Academic credit is given for work. The ideal is for each student to work at a job that contributes not only to his income but to his education.

In February 1972, the Florida Board of Regents approved the State University System External Degree program, which is administered by Florida International University. Initially, baccalaureate degrees will be offered in the areas of Social Science, Humanities, General Business Studies, and Health Sciences and Social Services. Florida residents who have completed two years of higher education or its equivalent are eligible to participate.

The External Degree program, which is geared for non-resident students, became operational in 1972. Students are able to use facilities of existing public and private campuses as well as other educational resources. The program centers on an Educational Contract Plan. After a review of the individual's past educational experience, the student and the University enter into a contract. It clearly delineates his degree program requirements and how these will be met. To complete his degree requirements, a student may study independently at Florida International University, at other units in the State University System, or study at other institutions. Students entering the program take examinations available through CLEP, the College-Level Examination Program.

E. Pre-Accreditation for University Without Walls Program.

The 25-member Union for Experimenting Colleges and Universities has been granted Correspondent Status (pre-accreditation) for its University Without Walls program (UWW) by the North Central Association of Colleges and Secondary Schools. The action by the North Central Association represented a "first" in higher education. A consortium of institutions will award a degree in the name of the consortium. The Association's approval is for a program that departs rather radically in its plan and approach to higher education from most programs of undergraduate education.

The program, now underway at more than 20 colleges and universities nationwide, is an alternative form of higher education. It provides highly individualized and flexible programs of learning for students from 16 to 60 and over. It uses new and largely untapped resources for teaching and learning. These resources go far beyond those available on the traditional college campus. Over 3,000 students were enrolled in the program in its first year and an increase of at least 50% is expected for 1972-73.

The Commission on Institutions of Higher Education of the North Central Association reported that "The units are giving really meaningful education to people of all ages off the campus and outside the classroom . . ."

Attaining Correspondence Status will probably quicken the already rapid pace with which UWW is expanding, both within traditional institutions and beyond them. "The program attempts to bring meaningful higher education into prisons, drug rehabilitation centers, hospitals, etc., . . . and find ways to effectively service the educational needs of minority students."

The University Without Walls was funded by the U.S. Office of Education and the Ford Foundation. Members of the Union for Experimenting Colleges and Universities are: Antioch, Bard, Chicago State University, Franciscan, Friends World, Goddard, Hofstra University, University of Redlands (Johnston College), Loretto Heights, University of Massachusetts (School of Education), University of Minnesota, Morgan State, New College at Sarasota, University of Alabama (New College), Northeastern Illinois, University of the Pacific, Pitzer, Roger Williams, Shaw University, Skidmore, University of South Carolina, Staten Island Community College, Stephens, Westminster, and the University of Wisconsin at Green Bay. All already have initiated or currently are developing UWW programs within their institutions. The headquarters of the Union is at Antioch College, Yellow Springs, Ohio.

F. Self-Directed Study Groups.

A form of independent study in further education which digresses slightly from the UWW prototype is the instructorless small student group, or what investigators at the University of Colorado refer to as self-directed study groups. The general picture presented by this form of independent study is that of a small group of college students (usually five or six) meeting together periodically and informally to discuss subject matter in a course which may be structured and outlined to a greater or lesser extent. To be considered instructorless or self-directed, the situation needs to be one in which there is a limited contact, if any at all, with the course instructor. It is understood that the general course of study to which a group is to be exposed is outlined in some sort of course syllabus. A textbook or specified reading material is usually included.

Specific interest in the experimental use of an instructorless small study group sprang from the findings of a study at the University of Michigan in which members of small independent study groups achieved highly on course examinations, and in which the more sociable student showed higher achievement than the less sociable student.

The sooner a student is introduced to independent work the better it may be. He should learn early how to proceed and avoid a fearful waste of time. Freshmen can begin independent work in close relationship to a course, as experiences at Mount Holyoke suggest. Students with initiative and interest will benefit most. Experimentation with special seminars would seem to point out that initiative and interest can be aroused by this type of teaching. It cannot be gainsaid that the initial demand on faculty time is heavy, but as work progresses with the same students this demand levels off. In the end, both students and faculty become the gainers.

A recent Delphi survey conducted by Bell Telephone of Canada optimistically concludes that:

"By 1983, a significant number of homes will be equipped with home terminals capable of utilizing IRTV, CAI and computerized library systems. By 1988, more than half of all households will employ these services. As a result, significant numbers of post-secondary students will spend more time working alone or in small groups by 1980. Secondary students will follow by 1983 and primary students by 2000." (Doyle and Gooden, 1971, p. 65.)

G. Alternatives.

The future of postsecondary education will probably unfold in a variety of patterns. These will be shaped by a unique convergence of social, psychological, political, and economic forces.

A search for economy is a major factor in the development of new programs. Next fall a resident college education will probably cost parents about \$4,500 a year at most of the nation's leading private colleges and universities, and close to \$3,000 at many public colleges and universities. By 1980, the charges could be \$8,000 and \$5,000 respectively. To all who are seriously concerned about providing some form of

higher or postsecondary education to every American who desires and can benefit by it, the economic situation is unusually serious. Searching for new modes of providing high quality education at a lower cost is essential.

The computer and various other technological media are essential ingredients of non-traditional learning. Traditional learning usually stresses reading, listening and speaking, in that order, which often can be inefficient. Technology has developed devices that, if skillfully used, can make learning and education vastly different and more efficient within a decade.

Computers can quickly and effectively relate students' prior experience to test performance and achievement - yield individual diagnosis and prognosis and firm guidelines for future assignments. TV, films, video cassettes, inexpensively produced, can make lectures available at a student's convenience and with meaning. Today a student with an inexpensive tape recorder, a small TV, electronic access to computer-stored library holdings and programmed sequences of instruction has, at his disposal, a rich educational program to follow at his own pace and discretion. Problem-centered courses can be more easily achieved.

In summary, then, what we are discussing is moving from a closed system to an open system; recognizing that a collegiate or any postsecondary educational training pattern should not be rigid and fixed, but, rather, flexible, open and responsible to individuals and their changing needs. As conditions change, the institution must change or become obsolete and die. The alternative to death by obsolescence is the choice to meet the challenge through creative and relevant change.

We must do so with openness, imagination, skill, frustration, tolerance and a sense of urgency as well. We must do so without sacrificing the goal of quality in education. This ultimately translates itself in the excellence of our teaching, as well as in the excellence of the student's response. We must hold firmly to the basic goals of education, while shifting the process dramatically—responding, as we must, to changes in both the context of our work and the new breed of students, youth and adult, that we serve. We must provide a time for learning that is continuing and changing, and not terminal.

Experiential learning will probably resume a vital supportive role—doctors, lawyers, as well as traditional craftsmen at one time successfully used apprenticeship learning methods. These older methods of learning, with new names such as practicums, management training sessions, workshop seminars, along with use of modern technology and its accompanying wide scope of learning tools, soft and hard, can make a big difference. In all educational methods there remains a continued need for disciplined inquiry in research. We must vigorously, systematically, and aggressively ask pertinent questions, before beginning and after completing innovative ways of learning.

Lifetime learning must be a reality, not a myth. In a stable society based on authoritarian philosophy and a strict family culture with limited access to information about who is doing what elsewhere, it is possible for those in authority to maintain the status quo. In the U.S. today, many youth as well as young and older adults are not sympathetic to this kind of society and not satisfied with maintaining the status quo. Self-actualization as a new way of life characterizes today's generation, as earlier generations found their needs, for the most part, fulfilled when security and physical needs were met.

There is no need to keep the public and non-public innovators in schooling separate. We are all doing similar work, work in which we, as individuals, are most comfortable and feel able to survive. At present, there is a need for all of us who want to change the schooling of our young people, to share knowledge, experiences, and whatever power we may have. We can learn from each other and accept that there are—and ought to be—many options for schooling available to young people, young adults and for lack of a better term, senior citizens. There is no such thing as the "free" or the "open" school. There may be as many varieties of freedom and openness as there are people living reasonably free and open lives.

We must provide a context of learning that is infinitely creative and varied, not narrowly or authoritatively prescribed. We must provide a place of learning that views the campus as a point of departure, not as a place of confinement. Our challenge is to create new learning environments that reflect an emerging society. As an optimist by temperament and conviction, I believe that, with courage and creativity—and a little good luck—we may be able to meet the challenge.

For, in this way, we can help to answer Aldo Huxley's simple but complex question, "What are people for?"

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